



1 Teaching

Every child will benefit from catch-up teaching, in their own class. This includes **all** children and of **all** abilities and will be driven by **Quality First Teaching**. This will include modelling, explanations and immediate feedback—sharing the metacognitive steps needed to complete a task.

There will be a strong emphasis throughout, on providing high-quality **feedback**, which is proven to maximise children's progress (Source: EEF).

Feedback on tasks given via face-to-face learning or through the online platform.

We will **undertake assessments** to identify strengths, weaknesses and gaps. This will inform catch-up, and a broad and engaging curriculum that focuses on vocabulary acquisition will continue to be a priority.

We will broaden the school's suite of **high-quality digital learning resources**, to include Purple Mash, White Rose Maths, Numbots, Times Table Rock Stars, Charanga Spelling Shed, Bug Club and Oxford Owls.

In the event of a further lockdown/isolation, **Google Classroom** will be used as a platform, at school and home, and feedback will be provided by teachers.

We will aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. **Adaptations will be required in some subjects**. For example, some practical work in science, DT, art and music may not be possible.

Remote education, as the medium for teaching, does not change how children learn. Whether at home or school, the **principles of curriculum design** such as **scaffolding**, **interleaving** and **retrieval** practice continue to be crucially important and, therefore, remain central to our provision, for aiding pupils to know more and remember more.



2 Targeted academic support

Every child will benefit from catch-up teaching, in their own class, through the Catch-Up Premium (please see separate document). This includes **all** children and of **all** abilities.

There will be a strong emphasis throughout, on providing high quality **feedback**, which is proven to maximise children's progress (Source: EEF).

We are managing this by employing our sports coaches, to deliver outdoor/adventurous activity sessions, instead of the class teacher. Instead, the class teacher works alongside their partner class teacher colleague, as a pair, to focus closely on quality first teaching.

At YR/1/2 the provision is more intensive (2 mornings a week) over a shorter period. KS2 weekly sessions will be spread over a period of about 3 months.

3 Wider strategies

Family Support Teacher: In some cases, the involvement of the Family Support Teacher (FST) will be intensive; in other cases, this will be a moderate or light touch, according to the level of need. The school uses a traffic light system to monitor the FST caseload. Every child will benefit in some way from this involvement – either through direct work or through family/outreach support, including support with remote learning.

Mentoring Sessions for individual children, based on self-awareness, problem solving and social skills.

Life Education Parental Workshops – The FST also takes part in these courses, encouraging and supporting the participants.